



The Hidden Curriculum in Higher Education

Eric Margolis, EDITOR

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Eric Margolis



Hidden Curriculum In Higher Education:

The Hidden Curriculum in Higher Education Eric Margolis, 2002-05-03 The Hidden Curriculum in Higher Education is a daring look at the way colleges and universities produce race class and gender hierarchies and reproduce conservative ideology These original and provocative essays shed light on all that remains hidden in higher education Engaging the Curriculum Ronald Barnett, Kelly Coate, 2004-10-16 There is greater interest than ever before in higher education more money is being spent on it more students are registered and more courses are being taught And yet the matter that is arguably at the heart of higher education the curriculum is noticeable for its absence in public debate and in the literature on higher education This book begins to redress the balance Even though the term curriculum may be missing from debates on higher education curricula are changing rapidly and in significant ways What we are seeing therefore is curriculum change by stealth in which curricula are being reframed to enable students to acquire skills that have market value In turn curricula are running the risk of fragmenting as knowledge and skills exert their separate claims Such a fragmented curriculum is falling well short of the challenges of the twenty first century A complex and uncertain world requires curricula in which students as human beings are placed at their centre what is called for are curricula that offer no less than the prospect of encouraging the formation of human being and becoming A curriculum of this kind has to be understood as the imaginative design of spaces where creative things can happen as students become engaged Based upon a study of curricula in UK universities Engaging the Curriculum in Higher Education offers an uncompromising thesis about the development of higher education and is essential reading for those who care about its future *The Hidden Curriculum in Higher Education* Eric Margolis, 2001 This text includes original essays focusing on every aspect of the hidden curriculum from sexism in science departments to the politics of the dissertation committee to the training of capitalism's foot soldiers by business schools

Mentoring At-Risk Students through the Hidden Curriculum of Higher Education Buffy Smith, 2013-06-07 *Mentoring At Risk Students through the Hidden Curriculum of Higher Education* reveals how the institutional culture and social networks of universities influence the academic success of underrepresented students This book is based on a qualitative study that integrates a sociological and higher education theoretical framework to examine the impact of mentoring programs on students acquisition of institutional cultural capital and social capital during their college experience This book offers an innovative mentoring model that illuminates how students can navigate the hidden curriculum of higher education In addition the book provides practical strategies on how to avoid academic mine fields in order to thrive in college This book is written for administrators faculty student affairs professionals and students to promote retention academic success and create a more transparent inclusive and equitable higher education system See here for an article by the author on mentoring programs in colleges and universities published in Inside Higher Ed <http://www.insidehighered.com/news/2014/08/04> book argues mentoring programs should try unveil colleges hidden curriculum To learn about a recent presentation by the

author see here <http://diverseeducation.com/article/66772> utm_campaign=Diverse Newsletter 3 utm_medium=email utm_source=Eloqua elq_82772667e2334157934731fc05a8fe9c elqCampaignId=358 *Mentoring At-Risk Students Through the Hidden Curriculum of Higher Education* Buffy Smith, 2015-03-15 Mentoring At Risk Students through the Hidden Curriculum of Higher Education reveals how the institutional culture and social networks of universities influence the academic success of underrepresented students This book is based on a qualitative study that integrates a sociological and higher education theoretical framework to examine the impact of mentoring programs on students acquisition of institutional cultural capital and social capital during their college experience This book offers an innovative mentoring model that illuminates how students can navigate the hidden curriculum of higher education In addition the book provides practical strategies on how to avoid academic mine fields in order to thrive in college This book is written for administrators faculty student affairs professionals and students to promote retention academic success and create a more transparent inclusive and equitable higher education system See here for an article by the author on mentoring programs in colleges and universities published in Inside Higher Ed <http://www.insidehighered.com/news/2014/08/04> book argues mentoring programs should try unveil colleges hidden curriculum To learn about a recent presentation by the author see here <http://diverseeducation.com/article/66772> utm_campaign=Diverse Newsletter 3 utm_medium=email utm_source=Eloqua elq_82772667e2334157934731fc05a8fe9c elqCampaignId=358 *The Hidden Curriculum* Rachel Gable, 2021-01-19 A revealing look at the experiences of first generation students on elite campuses and the hidden curriculum they must master in order to succeed College has long been viewed as an opportunity for advancement and mobility for talented students regardless of background Yet for first generation students elite universities can often seem like bastions of privilege with unspoken academic norms and social rules *The Hidden Curriculum* draws on more than one hundred in depth interviews with students at Harvard and Georgetown to offer vital lessons about the challenges of being the first in the family to go to college while also providing invaluable insights into the hurdles that all undergraduates face As Rachel Gable follows two cohorts of first generation students and their continuing generation peers she discovers surprising similarities as well as striking differences in their college experiences She reveals how the hidden curriculum at legacy universities often catches first generation students off guard and poignantly describes the disorienting encounters on campus that confound them and threaten to derail their success Gable shows how first gens are as varied as any other demographic group and urges universities to make the most of the diverse perspectives and insights these talented students have to offer *The Hidden Curriculum* gives essential guidance on the critical questions that university leaders need to consider as they strive to support first generation students on campus and demonstrates how universities can balance historical legacies and elite status with practices and policies that are equitable and inclusive for all students ***The Hidden Curriculum*** Benson R. Snyder, 1971 ***Pedagogic Research in Geography Higher Education*** Martin Haigh, Debby Cotton, Tim Hall, 2017-10-02 There are many books about teaching in

Geography but this is the first dealing specifically with Pedagogic Research its methods and practices Pedagogy research concerns the processes of learning and the development of learners It is a learner centred activity that aims to evaluate and improve the ways that students learn and learn to manage control and comprehend their own learning processes first as Geographers in Higher Education but equally as future educated citizens This book collects together some key research papers from the Journal of Geography in Higher Education They concern original research and critical perspectives on how Geographers learn critical evaluations of both new and traditional frameworks and methods used for Pedagogic research in Geography and some case studies on the promotion of self authorship learner autonomy in key Geography Higher Education contexts such as fieldwork and undergraduate project work This book is a compilation of articles from various issues of the Journal of Geography in Higher Education Social Inclusion and Higher Education Tehmina N Basit,Sally Tomlinson,2014-04-09 Available Open Access under CC BY NC licence This book is about the experiences of students in institutions of higher education from non traditional backgrounds The expansion of Higher Education world wide shows no signs of slowing down and there is already a large literature on who has access to higher education and to qualifications that offer higher life time incomes and status However to date there has been minimal focus on what happens to the students once they are in the institutions and the inequalities that they face This book aims to fill this gap in the literature The chapters demonstrate that the students and their families are finding ways of acquiring forms of capital that encourage and sustain their participation in higher education Contributions from the UK the USA and Australia reveal that the issues surrounding the inclusion of non traditional students are broadly similar in different countries It should be read by all those leading managing or teaching in institutions of higher education and all students or intending students whatever their background Training in Curriculum Development and Educational Technology in Higher Education Michael Eraut,Brendan Connors,Eric Hewton,1980 A recent inquiry into training needs in curriculum development and educational technology in further and higher education is documented This book describes a research project begun in 1973 at Sussex University which identified instructional and individual procedures problems and requirements in training and weighed them against current provisions in colleges polytechnics and universities The development of an experimental MA course at Sussex for experienced staff is discussed and the initial findings which resulted in the establishment of three short courses at polytechnics and the Sussex MA in Curriculum Development in Higher Education are summarized The book describes the investigation pilot courses and their evaluations The new MA course and its evaluation are also analyzed Appendices contain the initial diagnosis of training needs in higher education and student reports on the prototype course A 70 item bibliography is included Author LMM **The Politics of Exclusion in Graduate Education** Roslyn Thomas-Long,2010 How do Canadian graduate students experience institutional funding The Politics of Exclusion in Graduate Education answers this question by offering an in depth examination into the nature of institutional funding arrangements from graduate students

standpoint It explores the students perspectives on access to funding and the impact on their learning experience The focus on graduate students is timely in the ongoing discussion of neoliberal education policies and the resulting commercialization of higher education in Canada This study links current discussions about the direction of higher education funding and the impact for accessible and inclusive education How do graduate students negotiate institutional arrangements to accommodate the funding practices they encounter What does their competition for the scarce resources imply The Politics of Exclusion in Graduate Education is both a reflection on the current state of the graduate experience as well as a directive forward to a more inclusive process of allocating resources across graduate faculties and institutions

Developing Researcher Independence Through the Hidden Curriculum Dely L. Elliot, Søren S. E. Bengtsen, Kay Guccione, 2023-11-25 This edited book examines the concept of researcher independence and its various strands and manifestations using the conceptual lens of the hidden curriculum Contributions highlight discuss and exemplify the instrumental and formational roles played by the hidden curriculum in promoting and facilitating doctoral scholars researcher independence Contributing to limited scholarly resources on the hidden curriculum the book stimulates debate concerning its pragmatic and theoretical importance particularly in pursuit of researcher independence Including first hand examples from doctoral scholars doctoral supervisors researcher developers and institutional leaders the book will appeal to doctoral scholars researchers and students working in the areas of doctoral education curriculum and pedagogical practices doctoral supervision mentoring and coaching researcher education learning and development and educational leadership

What Teachers Need to Know Matthew Bruce Etherington, 2017-03-31 Every generation has sought to make teaching and learning more inclusive and equitable but pesky questions always remain such as how can teaching and learning be conducted in ways that satisfies and respects everyone What are the parameters of an inclusive pedagogy Who defines its principles How should these principles be taught and by whom And by what authority shall they be grounded These types of thorny questions occupy the essence of educators and the authors of this book This book is about teachers educators and topics related to inclusion Teachers and educators have a lot to know therefore the topics are broad and relevant to the times What should teachers know about special needs religion and spirituality Aboriginality the environment tolerance and school choice Although teachers have knowledge of their subject matter knowledge alone is not sufficient They must know and understand how people learn A teacher must also care deeply about who they teach And this teacher knowledge grows and changes over time as teachers become more experienced informed skilled and wiser At the same time no teacher preparation will be sufficient because there will always be discussions that were never had and knowledge that was never shared Time has its costs and there is only so much a formal education can prepare someone This book helps to satisfy a cavity in learning for teachers and educators in general

Narratives of TESOL Professionals Hayriye Kayi-Aydar, Angel Steadman, Kate Shea, 2023-09-01 Through insiders perspectives and narratives this edited collection provides insight into the lived experiences of recent

graduates of various English Applied Linguistics and or TESOL doctoral programs in North America The authors document how their personal and professional identities intersected during their doctoral studies and how these doctoral programs as learning environments supported them in their professional development and dissertation research As such their insider perspectives and narratives are of special value to those contemplating pursuing such a program or are in progress towards their own degree as well as the faculty members who advise and support these doctoral students Chapters focus on topics immediately relevant to success and persistence in a doctoral program such as developing a network of mentors establishing a work life balance and professional socialization among others All authors are recent graduates of their programs who have been intentionally selected for their recent memories in navigating the process At a time when doctoral program persistence declines at the intersection of students gender and racial background see Okahana Zhou 2019 there is a pressing need to share the insights and lived experiences of those less commonly featured in narratives of the successful doctoral scholar This need is especially true among TESOL professionals who will teach and learn in diverse global settings throughout their careers following their graduation This book contributes to that need and it is an essential resource for scholars in TESOL English Applied Linguistics and other similar doctoral programs

Higher Education ,1981 *The European Higher Education Area* Adrian Curaj,Liviu Matei,Remus Pricopie,Jamil Salmi,Peter Scott,2015-10-12 Bridging the gap between higher education research and policy making was always a challenge but the recent calls for more evidence based policies have opened a window of unprecedented opportunity for researchers to bring more contributions to shaping the future of the European Higher Education Area EHEA Encouraged by the success of the 2011 first edition Romania and Armenia have organised a 2nd edition of the Future of Higher Education Bologna Process Researchers Conference FOHE BPRC in November 2014 with the support of the Italian Presidency of the European Union and as part of the official EHEA agenda Reuniting over 170 researchers from more than 30 countries the event was a forum to debate the trends and challenges faced by higher education today and look at the future of European cooperation in higher education The research volumes offer unique insights regarding the state of affairs of European higher education and research as well as forward looking policy proposals More than 50 articles focus on essential themes in higher education Internationalization of higher education Financing and governance Excellence and the diversification of missions Teaching learning and student engagement Equity and the social dimension of higher education Education research and innovation Quality assurance The impacts of the Bologna Process on the EHEA and beyond and Evidence based policies in higher education The Bologna process was launched at a time of great optimism about the future of the European project to which of course the reform of higher education across the continent has made a major contribution Today for the present that optimism has faded as economic troubles have accumulated in the Euro zone political tensions have been increased on issues such as immigration and armed conflict has broken out in Ukraine There is clearly a risk that against this troubled background the Bologna process itself

may falter There are already signs that it has been downgraded in some countries with evidence of political withdrawal All the more reason for the voice of higher education researchers to be heard Since the first conference they have established themselves as powerful stakeholders in the development of the EHEA who are helping to maintain the momentum of the Bologna process Their pivotal role has been strengthened by the second Bucharest conference Peter Scott Institute of Education London General Rapporteur of the FOHE BPRC first edition

China's Higher Education Reform and Internationalisation Janette Ryan, 2011-03-07 Despite radical and fundamental reform of the Chinese higher education system very little is known about this outside China The past decade has seen radical reform of all levels of China's education system as it attempts to meet changing economic and social needs and aspirations this has included transformation of university curricula pedagogy and evaluation measures rapidly increasing joint research and degree programmes between Chinese universities and universities abroad and very large numbers of Chinese students studying at universities outside China This book describes the historical cultural intellectual and contemporary background and contexts of the reform and internationalisation of higher education in China It discusses these changes outlines the challenges posed by the changes for university administrators faculty researchers students and those working with Chinese academics and students in China and abroad and assesses the impact and evaluates the success of the changes Most importantly it considers how this mobility of people and ideas across educational systems and cultures can contribute to new ways of working and understanding between Western and Chinese academic cultures The book is a companion to Education Reform in China which focuses on reform at the early childhood primary and secondary levels

Restorative Resistance in Higher Education Richard J. Reddick, 2023-04-20 An affirming resource for leaders and practitioners forwarding diversity equity and inclusion efforts on campus In Restorative Resistance in Higher Education diversity researcher and educator Richard J Reddick shares the wisdom gained from three decades of diversity equity and inclusion DEI work in educational settings Reddick centers DEI efforts as challenging yet essential components of college life recognizing campus environments not just as mirrors reflecting societal values and biases but also as crucibles for social change Creating a more equitable college campus Reddick argues is a complex task that should be met by all members of the university community He discusses many measures that promote wider involvement including campus cultural orientations professional development for faculty and staff and frameworks to help institutional leaders respond to inequity and exclusion on campus Delivering a trove of best practices for equity advancement Reddick offers DEI professionals and all members of the higher education community the tools to engage in the work on professional academic and personal levels He advocates developmental relationships such as mentoring role modeling and coaching as a means for historically marginalized students to access hidden educational pathways He also encourages frank discussion of the social and emotional tax on persons who participate in or lead work on these highly charged issues Throughout this crucial work Reddick emphasizes the importance of restorative and sustaining approaches

those that promote practitioner well being and challenge unjust structures

Women Transforming the Future of Higher Education Lauricella, Sharon, Sandill, Shubha, Moeke-Pickering, Taima, 2025-04-08 Women play a pivotal role when shaping higher education They drive change through leadership innovation and advocacy for inclusivity breaking barriers in academia and leading policy reforms Women are redefining what it means to lead in educational institutions and their contributions are advancing research teaching and administration while creating more equitable diverse and supportive environments for students and faculty As they rise in influence women help to challenge traditional structures foster greater access to education and ensure the future of higher education reflects the needs of all communities Women Transforming the Future of Higher Education explores the roles of women in higher education and addresses women s experiences as leaders scholars and administrators It helps navigate the challenges that women face explores barriers to progress and highlights women s roles in shaping the future of higher education This book covers topics such as indigenous education sociology and mediated relationships and is a useful resource for educators policymakers academicians sociologists and researchers

Innovative Digital Practices and Globalization in Higher Education Keengwe, Jared, 2023-02-17 We are moving toward a future in which digital practices are becoming more ubiquitous Also there is evidence to suggest that innovative digital practices are changing the face of 21st century learning environments Critical to 21st century teaching and learning success is continued emphasis on learner preferences shaped by innovative digital technology driven learning environments alongside teacher awareness knowledge and preparedness to deliver high impact instruction using active learning pedagogies Thus the purposeful and selective use of digital learning tools in higher education and the incorporation of appropriate active learning pedagogies are pivotal to enhancing and supporting meaningful student learning Innovative Digital Practices and Globalization in Higher Education explores innovative digital practices to enhance academic performance for digital learners and prepare qualified graduates who are competent to work in an increasingly global digital workplace Global competence has become an essential part of higher education and professional development As such it is the responsibility of higher education institutions to prepare students with the knowledge skills and competencies required to compete in the digital and global market Covering topics such as design thinking international students and digital teaching innovation this premier reference source is an essential resource for pre service and in service teachers educational technologists instructional designers faculty administrators librarians researchers and academicians

Enjoying the Beat of Appearance: An Psychological Symphony within **Hidden Curriculum In Higher Education**

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